

VISIT...

LANZAROTE
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MATERIALS
Letter page
Introducing the letter Rr


10–15 minutes

Show the child the letter page for *Rr*. Tell the child that this is the letter *r* and that it stands for the /r/ sound in the word *rug*. Ask the child to trace the upper and lower-case letter on the page with his/her finger as he/she says the sound of the letter (not the letter name).

Picture cards

Spread the picture cards out on the table. Ask the child to group the pictures into words that begin with the /r/ sound in one stack and those that don't in another.

**Game cards;
Game board**

Have the child see how fast he/she can sort the game cards into the bags on the game board according to the beginning sounds of the pictures on the cards. Have the child repeat the sorting activity several times. Then have the child draw pictures inside the bags of things whose names start with the letters indicated.

Blend Words


5–8 minutes

**Letter cards:
r, a, n;
Workmat**

Line up the *r*, *a*, and *n* letter cards under the row of three boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of each letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word (/r/, /a/, /n/: *ran*). Encourage the child to hold the sounds for a full second. Repeat several times.

**Letter cards:
*r, a, t, p***

Repeat the process with the letters *r*, *a*, and *t* and then with *r*, *a*, and *p*. Encourage the child to hold the sounds for one full second (/r/, /a/, /t/: *rat* and /r/, /a/, /p/: *rap*).

**Letter cards:
complete set**

Ask the child to use the letter cards to make two- and three-letter words. Have the child make as many words as he/she can in a minute. After the child makes a word, have him/her read the word. Allow nonsense words as long as the child can sound them out.

Teach High-Frequency and Story Words


5–8 minutes

Flash card: *with*

Show the child only the new high-frequency word flash card: *with*. Read the word to the child while you hold up the card. Have the child look at the card and repeat the word. Then hold up the word, say it, and spell it out loud. As you spell the word, have the child repeat each letter and spell it in the air with his/her finger. Finally, ask the child to read the word several times while looking at the card.

Flash card: *tree*

Show the child the reviewed story word flash card: *tree*. Read the word to the child while you hold up the card. Have the child repeat the word several times while looking at the card.

**Flash cards:
complete set**

Add the rest of the high-frequency word flash cards to the stack and have the child practice reading all of the words several times.

Tutor Teaching Tips

Lesson 5: Rr • Part 2

MATERIALS

Letter page

Workmat;
Letter cards:
r, a, n

Flash cards

Practice sheet

Decodable book:
The Rats

Decodable book;
Take-home
practice sheet

Game cards;
Game board

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the letter and its sound. Ask the child to say some words that start with /r/.

Have the child line up the letters *r*, *a*, and *n* under the row of three boxes on the workmat. Have the child say each sound as he/she pushes each letter into the boxes. Then have the child say the word, holding the sounds for one second (/r/, /a/, /n/: *ran*).

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the new words in row 1 of the practice sheet. Have the child run his/her finger under each letter as he/she blends the sounds in each word. Then have the child say the whole word. Repeat with the review words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words quickly, without sounding them out. If the child doesn't know a high-frequency word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story. Ask the child why the rats put a top on the pan.

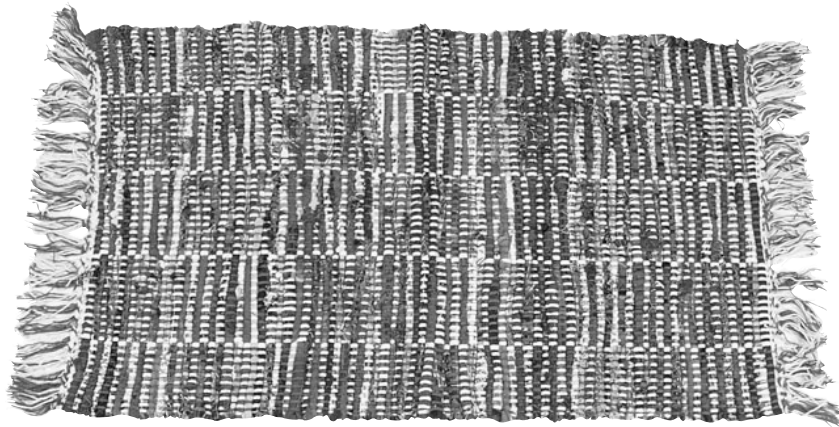
Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book on his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

R r

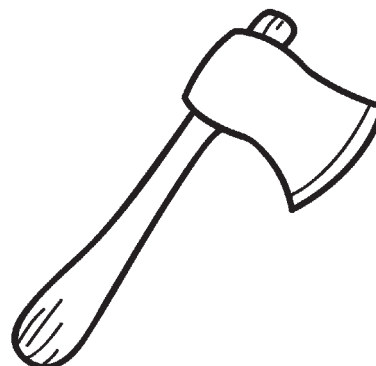
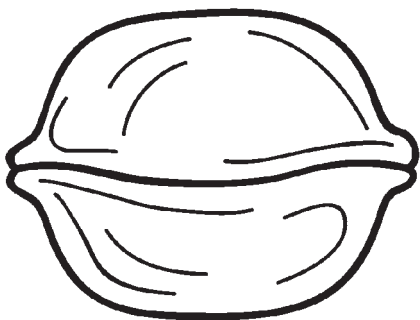
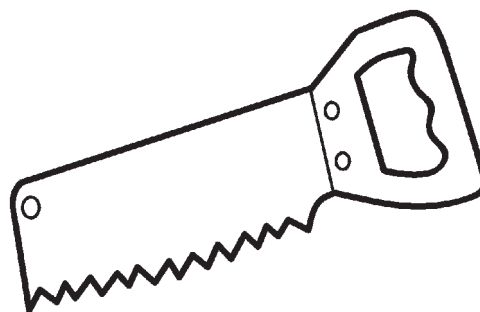
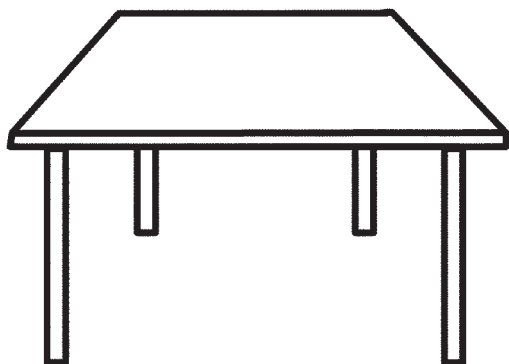
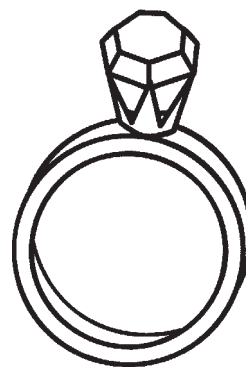
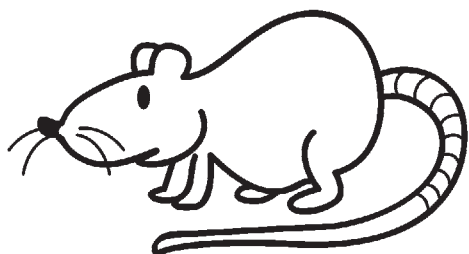
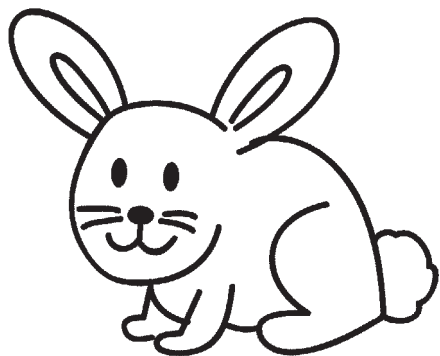


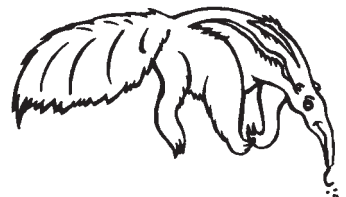
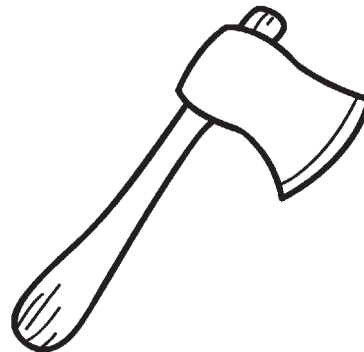
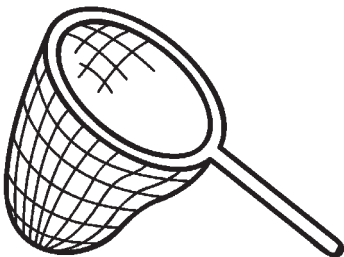
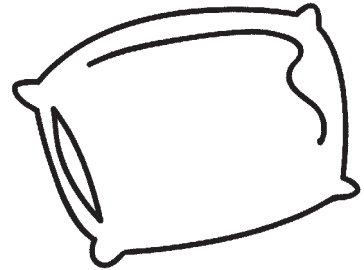
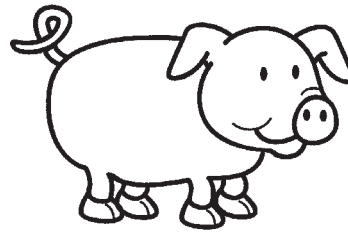
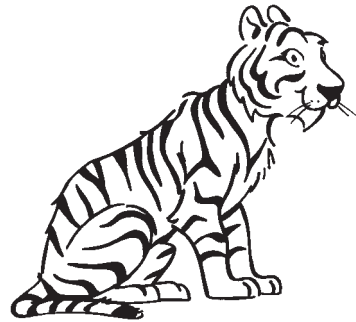
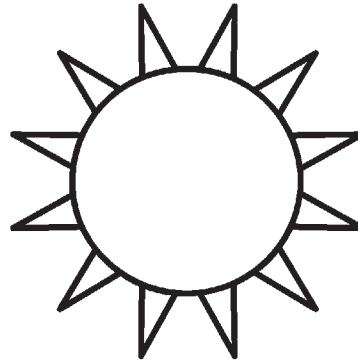
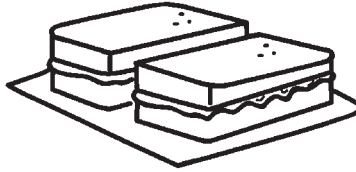
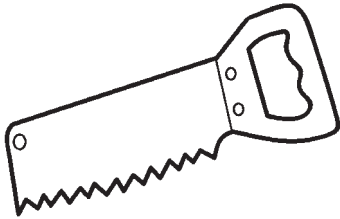
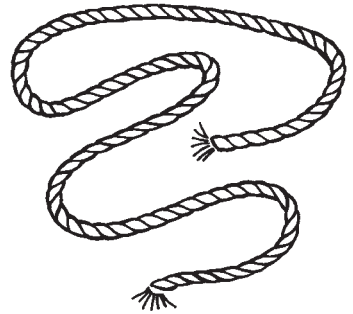
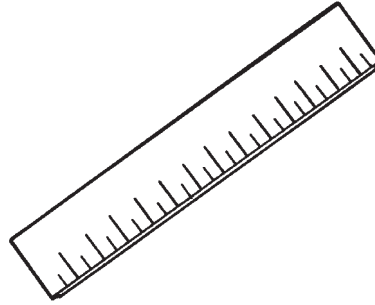
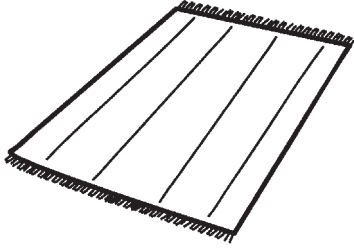
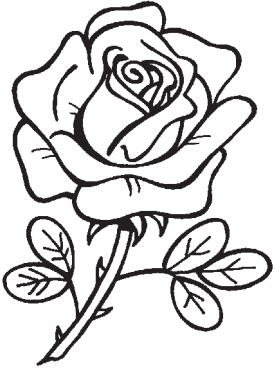
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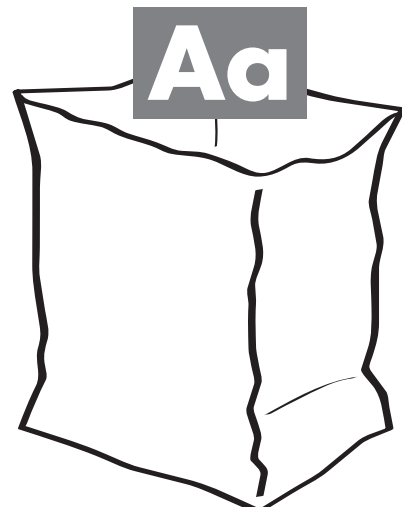
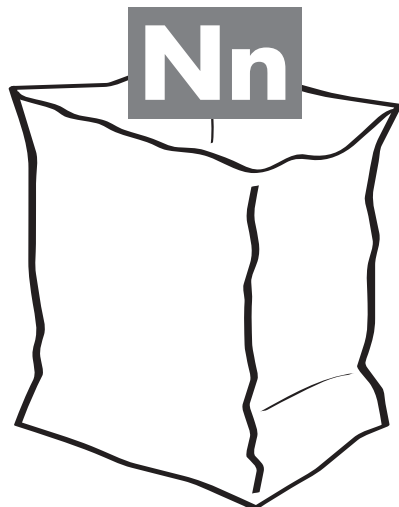
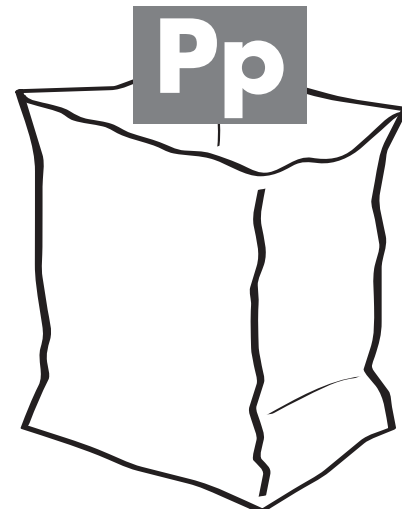
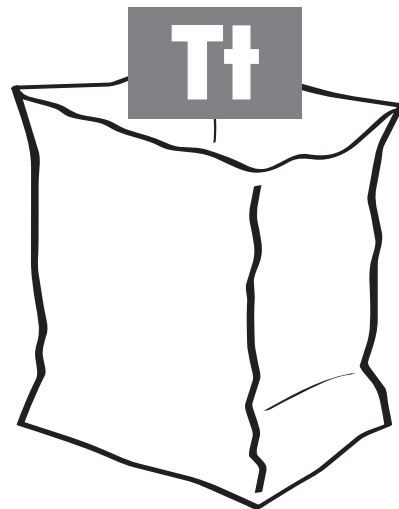
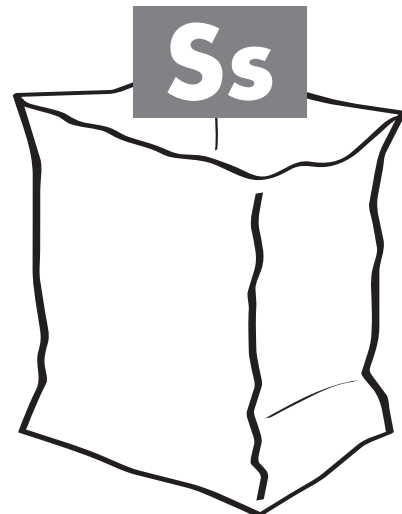
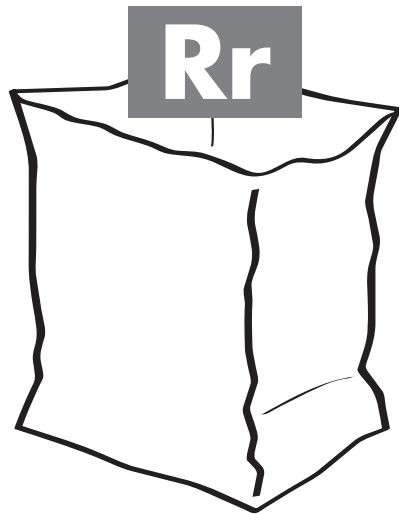
Phonics

Picture Cards

Lesson 5: Rr







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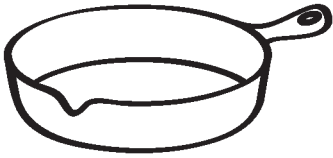
to

will

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	rap • ran • rat • Ron • rot rats • rots
2 Reviewed words	pan • tap • pass • tan • pat sat • pot • not • top • pop
3 New h-f words	with
4 Reviewed h-f words	I • like(s) • put • in • the to • do • said • will
5 Phrases	Ron ran with rats will tap pot will rot
6 Sentences	Ron ran with rats. I will rap with Pat.

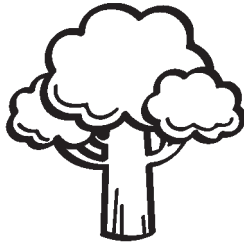
INSTRUCTIONS: After reading the decodable book, have the child choose words from the top of the page and write them in the spaces provided to finish the sentences.



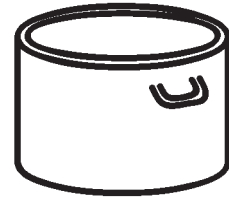
pan



rat



tree



pot

Tot the rat has a tan pan.

Tot wants Pat's tan pot.

Pat wants to put sap in a pan.

Tot puts tree sap in a pot.